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ABSTRACT

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level I reading skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into four units, each continuing culturally relevant lessons which provide instruction and practice in a skill. Each lesson may contain or describe a myth, legend, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); reading comprehension (identifying the main idea, recognizing supporting details, sequencing in narration, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, following directions); and study skills (map and graph reading, reading timetables and schedules, summarizing, reading want ads, test-taking skills). The workbook concludes with a glossary, in alphabetical order, of all the terms used. (ERB)

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PATHWAYS

An Adult Pre-GED Reading Skills Workbook

Level I

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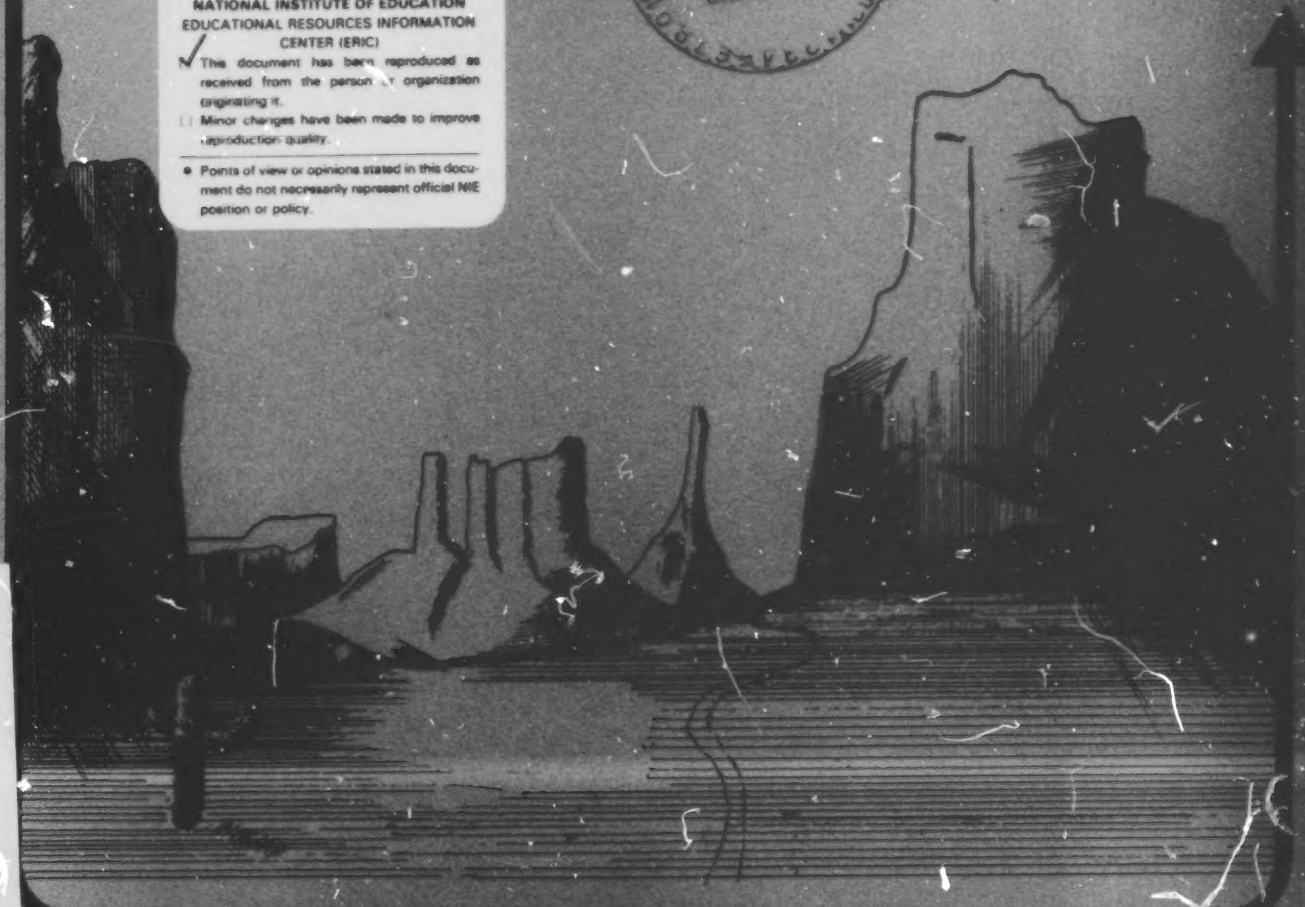

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PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK

Level I

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PREFACE
TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

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UNIT I

I. WORD ANALYSIS

C. *Prefixes, suffixes, and root words*

Did you know that many words can be divided into small parts that have meanings in themselves? Look at the word *forward. Forward* can be divided into two parts: *for,* meaning in front or ahead; and *ward,* meaning in the direction of. Thus, *foward* means moving ahead or in front of.

In this example, *ward* is the root word, meaning the base of the word. *For* is a prefix, meaning something that is attached to the beginning of the word. There are also suffixes, meaningful groups of letters attached to the end of a word. Prefixes and suffixes change the meaning of a word: *correct; incorrect; correction.*

Below are a few of the many prefixes, suffixes, and root words used to make English words. Read them over, with their meanings, a couple of times before you do the exercise. These word parts will help you figure out the meaning of words you don't know, and they will also increase your vocabulary.

PREFIX	MEANING	EXAMPLE
col-	with, together, joined	college, collate
in-	not	inactive
post-	following, coming after	postpone
pre-	before	predict
re-	back, do again	react
ex-	out	extract
en-	within, in	envelope

I.C. Prefixes, suffixes, and root words

SUFFIX	MEANING	EXAMPLE
-ance	act, condition of	acceptance
-ish	like, suggesting a quality	childish
-ogy	the study of	biology
-ify	make	magnify
-ness	state of, condition of	goodness, sickness

ROOT	MEANING	EXAMPLE
bene	good	benefit
script; scrib	write	transcript
vis	see	television
psych	the mind	psychodrama

Match the words in Column A to their meaning in Column B. Put the letter from Column B in the blank in Column A.

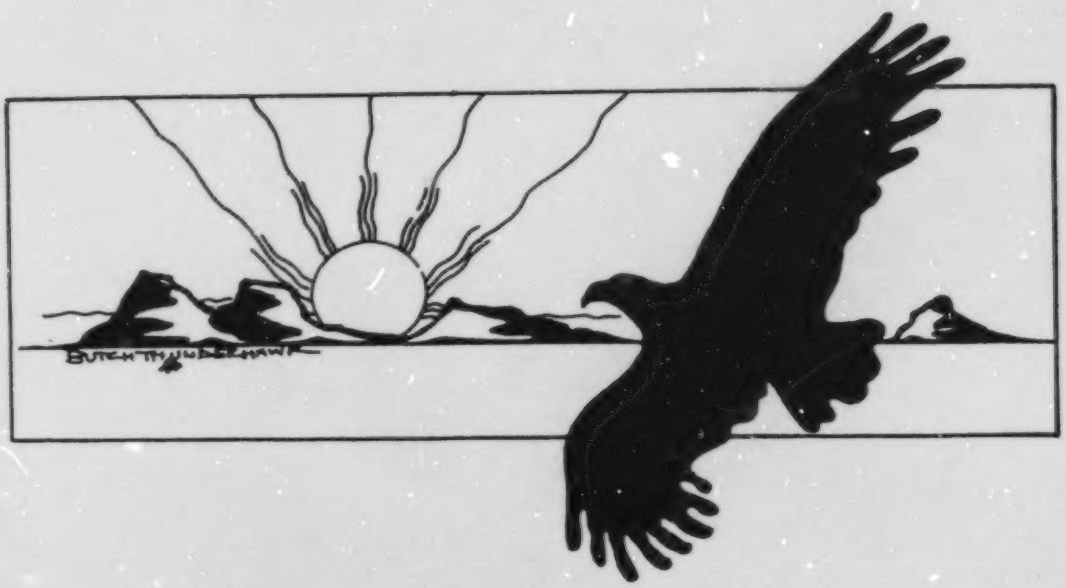
COLUMN A	COLUMN B
1. ___ geology	A. sight
2. ___ dependence	B. bring together
3. ___ scribble	C. write
4. ___ vision	D. study of earth's surface
5. ___ collect	E. written Bible passages
6. ___ scripture	F. lack of experience
7. ___ inexperience	G. condition of relying on
8. ___ kindness	H. state or condition of being kind

I.C. Prefixes, suffixes, and root words

Select the prefix or suffix that best completes each sentence. Not all word parts will be used.

in-	ex-	re-	-ify
post-	-ness	en-	-ogy
-ish	-ance	pre-	col-

1. Because it had expired, John's license was _____ valid.
2. The _____ dawn hours are those hours that come before sunrise.
3. A person who acts like a fool is called fool _____.
4. To _____ close or close in the horse, my father built a corral.
5. Jack _____ dated the check so it could not be cashed until next week.
6. To _____ tinguish, or put out the fire, Harry poured water on it.
7. The condition of being unable to see is called blind _____.
8. The student _____ read the book two years after having read it the first time.



UNIT II

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II. VOCABULARY

A. *Using context clues*

Usually when you read, you don't pay attention to every single word. However, you can still understand the selection without any trouble by reading most of the words. You don't need to know every single word in order to understand what you read. You will see this in the exercise on the next page.

Using context clues means getting the idea of a sentence even if you cannot understand every single word. In the paragraph on the following page, where some of the words are left out, you will see that you can figure out what word goes in each blank from the context of the paragraph. The words to choose from are listed, but you may be able to guess a few words just by reading the words surrounding the blanks. This is using context clues.

Preview of difficult words:

urban (ˆir bĭn): *refers to a city or town*

Anasazi (Ă nă ´sŭh zŭh): *Navajo for "the ancient ones"*

features (´fē chûrs): *interesting points or parts of something*

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II.A. *Using context clues*

In each blank space, fill in the word from the list that makes sense. Read the whole paragraph first; then go back and fill in the blanks.

Words to choose from:

cliffs	outside	five
on	mesas	Window Rock
northern	water	Monument
beautiful	reservation	moved

The Navajo Reservation is the largest _____ in Arizona. There are four or _____ major towns. Kayenta, Tuba City, Chinle, _____, and Fort Defiance are the *urban* centers _____ the reservation. There are two major canyon areas, where *Anasazi* dwellings were built into the overhanging _____. These are Canyon de Chelly and the area southwest of Kayenta, now known as Navajo National _____. The San Juan River runs along the _____ border of Navajoland. Winslow, Gallup, and Flagstaff are the major cities _____ the reservation, and many Navajos have recently _____ there. Canyons, buttes, wide valleys, and _____ are the main geographical *features* of this land. It is a _____ land but difficult to live in because of its lack of _____ and a harsh climate.

You may not know the meaning of every word in the following paragraphs. But you can often still understand the meaning of a word by reading for context. Context means a setting. You can figure out the meaning of a word by looking at its setting (the other words around the unknown word). Read the whole sentence and figure out the meaning of the confusing word by using context clues.

Then Tawa took down his *burnished* shield from the turquoise wall of the kiva and swiftly *mounted* his glorious way to the above. After Spider Woman had bent her wise, all-seeing eyes upon the *thronging* creatures about her, she *wound* her way among them, separating them into groups.

From ***Spider Woman Stories***
G. M. Mullett

II.A. Using context clues

1. From the context of the first sentence, you can tell that *burnished* means

   a) alive
   b) plastic
   c) shining metal

2. You can also guess that *mounted,* a verb, means

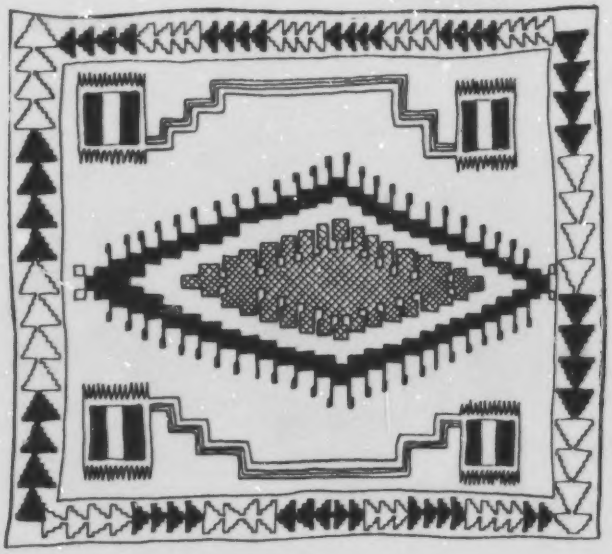
   a) went up, climbed
   b) fell down
   c) talked, discussed

3. In the last sentence, Spider Woman looks at the *thronging* creatures. What are they doing?

   a) singing to her
   b) crowding all around her
   c) talking to each other

4. What is another expression for *wound,* in *she wound her way?*

   a) walked in a curving or twisting manner
   b) jumped up
   c) moved slowly



II.A. *Using context clues*

Now, use context clues to find the meaning of the *italicized* words in this paragraph.

The people gazed wide-eyed upon her shining beauty. Her woven upper *garment* of soft white wool hung *tunic-wise* over a blue skirt. On its left side was woven a band *bearing* the woman's symbols, the Butterfly and the Squash Blossom, in designs of red and yellow and green with bands of black appearing between. Her beautiful neck was hung with heavy necklaces of turquoise, shell, and coral, and *pendants* of the same hung from her ears.

From ***Spider Woman Stories***
G. M. Mullett

1. You can tell from the context that a *garment* is a

   a) crown or other headdress
   b) dress or piece of clothing
   c) wagon or chariot you ride in

2. *Tunic-wise* means

   a) like a tunic
   b) without a tunic
   c) on a tunic

3. From the context, you see that *bearing*, a verb, means

   a) laughing, chatting
   b) like a bear club
   c) showing, displaying

4. What is a *pendant?*

   a) a funny story or joke
   b) an earring or other piece of jewelry
   c) a shield or a sword

II.B. Synonyms, antonyms, and homonyms

You may have worked with synonyms and antonyms before. A synonym is a word that means about the same thing as another word.

Ex: *happy — cheerful*
skinny — thin
mad — angry

An antonym is a word that means the opposite of another word.

Ex: *happy — sad*
light — dark
before — after
good — bad

Do you know what a homonym is? It is a word that sounds the same in English as another word, but is spelled differently and means something quite different.

Ex: *deer — dear*
tale — tail
no — know
blue — blew

It's good practice to work with synonyms, antonyms, and homonyms. You can greatly expand your vocabulary when you have done this for awhile. After all, it's pretty boring to read sentences like this:

It was sure nice to see my nice friend and her nice boyfriend get along nicely with her very nice grandfather.

You need to think of different words to state similar ideas. And you need to know how to express an opposite idea. Practice expanding your vocabulary with the exercises on the following page.

II.B. *Synonyms, antonyms, and homonyms*

Match the word in Column A with its synonym in Column B. Write the letter of the correct word on the blank. Try to guess the meaning of a word without looking it up in the dictionary.

COLUMN A	COLUMN B
1. ___ angry	A. under
2. ___ laugh	B. brush shelter
3. ___ papoose	C. giggle
4. ___ loosen	D. tender
5. ___ below	E. worried, eager
6. ___ anxious	F. infant
7. ___ ramada	G. hostile
8. ___ gentle	H. unwind

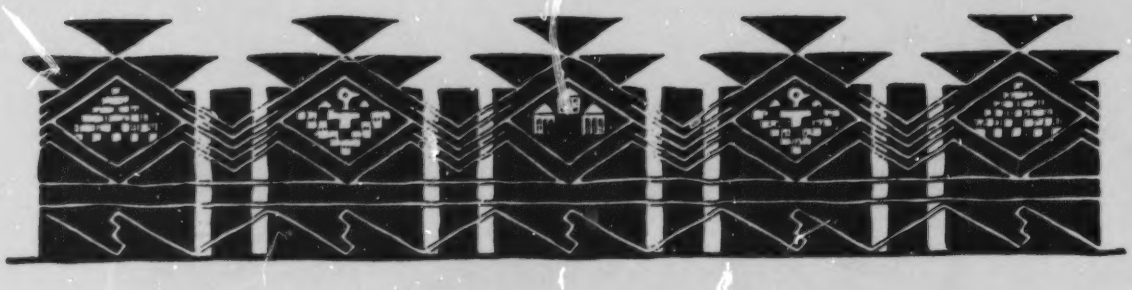
Now, match the word in Column C with its antonym in Column D.

COLUMN C	COLUMN D
1. ___ open	A. sensible
2. ___ unfamiliar	B. correct
3. ___ quickly	C. slowly
4. ___ nonsense	D. forbid
5. ___ confident	E. ordinary
6. ___ false	F. simple
7. ___ difficult	G. close
8. ___ allow	H. uneasy

II.B. *Synonyms, antonyms, and homonyms*

Finally, match the word in Column E with its homonym in Column F.

COLUMN E	COLUMN F
1. ___ read	A. right
2. ___ main	B. see
3. ___ write	C. loaner
4. ___ die	D. waist
5. ___ sea	E. mane
6. ___ waste	F. sight
7. ___ loner	G. reed
8. ___ site	H. dye



II.B. *Synonyms, antonyms, and homonyms*

Now, you do it! Rewrite each sentence below, supplying a synonym or antonym as called for.

1. (*antonym*) He gave her his friendliest look.

_____

2. (*antonym*) She sat down on the soft bed.

_____

3. (*synonym*) He wandered around the camp, looking for something to do.

_____

4. (*synonym*) It was rare that all the uncles and aunts got together.

_____

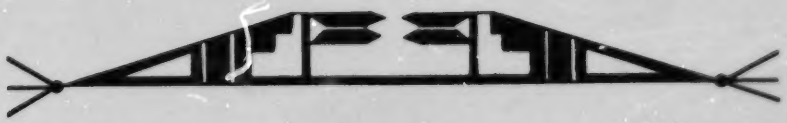
Write four different sentences, using these homonyms correctly.

5. (seem) _____

6. (seam) _____

7. (ant) _____

8. (aunt) _____



UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

Match the definitions in Column B to the underlined prefixes, suffixes, and root words in Column A.

COLUMN A	COLUMN B
___ 1. darkness	A. write
___ 2. inaccurate	B. make
___ 3. transcribe	C. not
___ 4. preoccupy	D. good
___ 5. solidify	E. state of, condition of
___ 6. benefit	F. before

Read the following and choose the best meaning for each underlined word.

The Pimas live on a mixed diet in which vegetable food predominates. They eat lots of vegetables and grain, but little meat. In the past the Pimas probably ate more meat than they do now, though they have been tillers of the soil for a long time.

7. What does predominates mean?
   a) is greater in amount or importance
   b) tends to spoil easily
   c) causes an embarrassing situation
   d) is scarce and hard to find

8. What does tillers mean?
   a) a bank clerk
   b) those who prepare land for crops
   c) a thin slab of clay
   d) to eat heartily

9. His anxious expression revealed the difficulty of the task.
   a) curious
   b) pleased
   c) eager; worried

10. The speaker overlooked the person's hostile remarks and continued with her speech as if nothing nasty had been said.

    a) angry
    b) joking
    c) puzzling

11. The old barn boards gave the house a rustic appearance.

    a) red
    b) modern
    c) rough

12. As she passed, the man gave her a fleeting glance before he quickly turned away.

    a) brief
    b) cold
    c) admiring

Circle the correct homonym for use in each of the following sentences.

13. The (principal, principle) of the school established a dress code for all students.

14. A (sight, site) was finally selected for the new building.

15. The fruit of the (plum, plumb) is one of my favorites.

16. The old trading post has been put up for (sail, sale).

UNIT III

III. COMPREHENSION

A. *Identifying the main idea: stated*

Probably, you have already had some practice identifying the main idea of a paragraph or short story. The main idea is a statement of what the story or paragraph is about. If the main idea in a story or paragraph is stated directly in the passage, it is usually the topic sentence. This is the most important sentence in the passage. A topic sentence can be anywhere in the passage, but usually it is the first sentence in the paragraph.

When you read the following paragraph about the importance of dreams in Mohave life, decide which is the most important sentence. This will be the main idea of the passage, and in this case, it is stated directly.

Preview of difficult words:

shamanistic power (shäh-măn ˈĭs tĭc): *power that comes from being a medicine man; a shaman is someone who practices good or bad medicine*

convictions (kŭn ˈvĭk shŭns): *a person's beliefs, opinions, or values*

distinguish (dĭs ˈtĭng gwĭsh): *to tell the difference between things*

The Mohave clings to his belief in dreams as a basis for everyday life. Not only all *shamanistic power,* but all myths, songs, bravery, fortune in battle, and good fortune in gambling come from dreams. Every special event is dreamed. Knowledge is not a thing to be learned, a Mohave will say, but something to be acquired by each person through his dreaming. So deep are these *convictions* that, when old age comes, a Mohave can seldom *distinguish* between the dreams he has been told by an uncle or brother and what he has himself experienced. Dreams, then, are the foundation of Mohave life.

From *Tales From The Mohaves,* by Herman Grey, with a foreword by Alice Marriott. Copyright 1970 by the University of Oklahoma Press.

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III.A. Identifying the main idea: stated

1. What is the main idea of this paragraph? Write the sentence that tells you the main idea.

   _____

   _____

2. In this paragraph, the main idea is stated in the _____ sentence.

3. What are some of the activities in daily life that are affected or influenced by dreams? Name at least three things.

   a) _____

   b) _____

   c) _____

4. In your own words, tell what this paragraph is about.

   _____

   _____

   _____

   _____

   _____

III.A. Identifying the main idea: implied

In this exercise, we will see that the main idea is not always stated directly in the passage. In much writing — especially in stories and poems — the author does not give you the main idea directly; you have to infer it (figure it out) for yourself. This means the main idea is implied only, not stated. This often is the case with magazine articles and advertising, also. It is very common in writing for the author to leave it up to you to decide what he or she is really trying to say.

In this little story on Coyote, you are given the details of the action. You must infer (figure out) the main idea from those details.

Preview of difficult words:

slinking (ˊslĭngk ĭng): *moving in a quiet, sneaky manner, low to the ground, so that no one notices you*

greasewood (ˊgrēs wo͝od): *a spiny medium-sized shrub, of western North America*

burrow (ˊbûr ō): *a hole or tunnel dug in the ground by a small animal*

Coyote was *slinking* around Crooked Mountain. His eyes darted like yellow wasps as he looked under every *greasewood* bush and behind every rock. Quietly as a shadow he moved, stomach close to the ground.

His thoughts were many: *Behind that greasewood bush. No, back of this rock. What is this dark ledge? There, almost hidden, a small burrow. Whose? Nothing here. Over there? Something moves there. What are you? Only a beetle!*

From ***Indian Tales of the Desert People***
William Hayes

1. What is Coyote doing?

_____

_____

2. You see that the point of the story is not stated directly, but you can figure out what Coyote is really doing by the clues in the story. What are some of the clues?

_____

_____

_____

3. If the main idea were actually stated in this story, it would probably be stated in the first sentence (topic sentence). Which statement below would be the best topic sentence?

   a) Coyote needed some exercise, so he went off to Crooked Mountain.
   b) Coyote was particularly happy one day.
   c) Coyote felt hungry and went off in search of animals for food.
   d) Coyote wanted to play with little animals, so he ran off and called to them.

4. Think up a good title for this story and write it here.

_____

III.B. *Recognizing supporting details*

You probably already know that a paragraph or reading passage contains a topic sentence, which is the main idea of the passage, and several supporting sentences. The topic sentence is usually the first sentence (sometimes the last sentence). The supporting sentences offer details about the topic sentence which "support" it, so they are called supporting details. Usually the details tell you what, when, why, who, how long, what color, what shape, what size, how many, and in what manner. These are all important details which describe the topic sentence and help you understand it or form a better picture of it in your mind.

When reading the paragraph on the next page, try to find several details which support the topic sentence. The topic sentence is the first sentence in this paragraph.

Preview of difficult words:

stratum (ˊstrā tŭm): *a layer of rock made of a certain material, such as sandstone or granite*

cubical (ˊcūb ĭ căl): *something that has the shape of a cube, that is, which is six-sided*

vertical (ˊvĭr tĭ kel): *up and down; upright*

III.B. *Recognizing supporting details*

High up on the gray rocks, the Hopi towns look as though they were part of the native cliff. The seven towns are built on the same *stratum* of sandstone, even though twenty miles and three distinct mesas separate the extreme towns — Hano and Oraibi. The rock shows colors of light red, yellow, and brown, and divides into great *cubical* pillars and blocks leaving the face of the cliff always *vertical*. Trails at different points lead up over the slopes and rocks and reach the flat top through breaks in this rock-wall, often over surfaces where pockets have been cut in the stone for hand and foot. A very little powder, properly applied, would make these mesas as difficult to climb as the Enchanted Mesa near Acoma.

From *The Hopi Indians*
Walter Hough

1. What does this paragraph describe?
   a) the Papago Reservation's terrain
   b) the Enchanted Mesa
   c) the land around the Hopi villages

2. How many Hopi villages are there, according to the paragraph? _____

3. How many mesas are in Hopiland? _____

4. What colors are the rocks in the cliffs?

   _____

5. How are the mesas reached, according to this passage?

   _____

6. Why is it difficult to reach the villages?

   _____

7. All of the above details about the Hopi mesas support what idea?
   a) The Hopi villages are beautiful to look at.
   b) The Hopi villages are almost a part of the land surrounding them, so they are difficult to reach.
   c) Enchanted Mesa near Acoma is more difficult to reach than the Hopi villages.

III.B. Recognizing supporting details

8. How would <u>you</u> describe the Hopi mesas? Use a complete sentence with at least three adjectives.

_____

_____

_____

_____

III.C. Sequencing in narration

In a story, you read about a series of events which happen in a certain order. This order of events is called sequencing, and it tells the story in a logical, understandable manner. Usually, the events move forward in a story. For example, in a story that takes place during one week, the action will begin on Monday and end on Friday. The sequence of events is also important in "how-to" books and articles. For example, if you want to learn to change the tire on a truck, you must know what to do first, second, third and so on (or, your tire is likely to fall off). Thus, in most stories or articles you will find a sequence of events. It is important that you follow this sequence as it occurs so that you can understand the story.

Read this Yaqui myth and pay attention to the sequencing.

Preview of difficult words:

chieftain (ˊchēf tĕn): *the chief or head of a group, clan or tribe*

blacksmith shop (ˊblăk smĭth shŏp): *place where metal is heated and hammered into usable objects*

bellows (ˊbĕ lōws): *a hand tool that, when squeezed, produces air; it's often used to start or maintain a fire*

Once there was a mochomo, a *chieftain* of the ants, who was driving a mule train of little mochomos. One night it turned very cold and snowed, and the snow killed everyone of his train of mules.

"I shall go to the king of the snow," said Mochomo. "He has killed all of my mules!" He went to the house of the king of the snow, saying, "I am angry. Your snow killed my mule train! If you are a brave man you will fight me!"

"Oh, no," said the king of the snow, "I am not brave. I am very soft and weak. There is a man who is stronger than I am and he is the sun. When the sun shines on me I disappear."

"Well, I will go to see the sun then," shouted Mochomo. And he strode off. To the sun he said, "The snow has killed all my train of mules. You are braver than the snow, so I am going to fight you, since you are so strong."

"Oh, no," said the sun, "there is one who is stronger than I. That is the clouds. I have no strength when they cover me."

III.C. Sequencing in narration

So Mochomo went to the king of the clouds, offering to fight him. The king of the clouds said, "The strongest of all is the wind. It blows me wherever it wills."

"Then I shall have to fight the wind. Where does he live?" asked Mochomo.

"Down there in the *blacksmith shop*," said the king of the clouds.

Mochomo went down to the *blacksmith shop* and strode up to the *bellows*.

"I am very angry. The snow killed all of my mules. Since you are the strongest and bravest, I am going to fight you!" he shouted.

The *bellows* made no answer. Then suddenly they blew very hard, blowing the angry Mochomo, chief of the ants, far away.

From *Yaqui Myths and Legends*
Ruth Warner Giddings

1. What bad thing happens to Mochomo that makes him decide to go see the snow king?

   _____

2. After he challenges the snow king, what does the king reply?

   _____

3. What is the next thing Mochomo does?

   _____

4. What does the sun tell Mochomo to do?

   _____

III.C. Sequencing in narration

5. What happens when Mochomo sees the cloud king?

_____

6. Who is the last supernatural being that Mochomo goes to?

_____

7. What happens when Mochomo is in the blacksmith shop?

_____

8. Retell this story in your own words. Use no more than five sentences to tell the sequence of events.

_____

_____

_____

_____

_____

_____

_____

_____

_____

III.D. *Identifying cause and effect: stated*

Cause and effect is a term we use for saying that someone's or something's actions will result in something else happening. In a story, it means action X causes result Y to happen; Y is the effect (result) of X. In a sense, you are figuring out why something happens. This is one of the most important comprehension skills for you to learn. For, unless you have learned how to recognize a cause and its effect (the reason something happens), you have not really understood the story or paragraph.

As with the main idea, the cause and effect relationship may be either *stated* or *implied.* If stated, you need only learn to recognize it; but, if implied, you have to figure it out on your own.

On the next page is another Yaqui legend about an unusual young woman. As you read through it, think about the effects which her actions cause. The actions and their results are stated directly in the text.

Preview of difficult words:

disobedient (dĭs ō ˊbē dĭ ĕnt): *someone who doesn't do what he/she is told, who doesn't follow orders or rules*

intoxicated (ĭn ˊtŏk sĭ kā tĕd): *drunk on liquor*

vice (vīs): *a bad trait; an evil practice or habit*

maestro (mī ˊĕst rō): *in this story, the head of a church parish (Spanish)*

Dios (Dē ōs): *Spanish for God*

vicinity (vĭ ˊsĭn ĭ tē): *nearby; local; in the area*

flexible (ˊflĕks ĭ bul): *able to be bent; bending or yielding easily; not stiff*

III.D. Identifying cause and effect: stated

There was a beautiful young woman by the name of Sawali Wiikit, who had lovely, long hair, and eyes as shining as a star. But there was one thing about her that was bad. She was *disobedient,* and she liked to walk about with her friends at night without asking permission of either her father or her mother. She would walk about until dawn and then come home to sleep.

One day, very early in the morning, Sawali Wiikit came into the house to sleep. But before she could lie down, her mother spoke to her. "Listen to me, Sawali Wiikit, I don't want you to walk about like this either in the nighttime or in the daytime. I want you to help me with the things of the household. It would be well for you to stop walking about day and night."

Sawali Wiikit did not reply, but she planned in her heart to continue on her midnight walks in the company of men. She slept, and again at night she left the house. She went to the home of another woman who always went with her. That night they drank and became *intoxicated.* By dawn, Sawali Wiikit was quite drunk when she arrived home.

Her father said, "If you are not going to stop all of this *vice* and begin to respect your parents, then you will do me the favor of going away. Go anywhere you please."

"Yes, my father, I will go."

Her father soon returned carrying a long, *flexible* branch. With him came a *maestro* from the church.

The *maestro* said to her father, "Punish your daughter so that she will always remember you." So, her father gave her three lashes. And he said, "Now, you may go."

The *maestro* accompanied her to the north. He said, "Here, you may beg forgiveness of *Dios* for your sins and your *disobedience.* If *Dios* forgives you, you may return to your home."

But she knelt and said, "*Dios,* I do not want to return. I would rather become a tree or a stone or an animal. I do not want to be a good woman."

She had no more than finished speaking, when she was changed into a stone.

III.D. Identifying cause and effect: stated

The *maestro* went back and told what had happened. All of the young people were frightened and were very good to their parents after that.

The stone of Sawali Wiikit walked everywhere. Sometimes, people would put it on top of a mesquite tree, but the next day they would find it somewhere else. This is the story of Sawali Wiikit, the walking stone.

From *Yaqui Myths and Legends*
Ruth Warner Giddings

1. What does Sawali Wiikit do that is bad in the beginning of the story?

   _____

2. What does her mother tell her as a result of her actions?

   _____

3. When she continues to go against their wishes, what does her father do as a result?

   _____

4. What does the church *maestro* tell her to do?

   _____

5. What happens to her when she refused to obey him?

   _____

6. Are Sawali's bad actions and disobedience the cause or the effect of her being turned into stone?

   ___ cause ___ effect

7. Is Sawali's being turned into stone the cause or effect of her vices?

   ___ cause ___ effect

8. In your own words, how would you state the main idea of this story? In this case, the main idea is the lesson being taught in the story.

   _____

   _____

   _____

III.D. *Identifying cause and effect: implied*

In this next exercise, we will be dealing with *implied* cause and effect. In the last story, both the actions (cause) and results (effects) were told to you in the story. In this story, however, either the cause or its effect will not be stated in the text; you must figure out (infer) the cause or effect from the information you are given.

At the end of this story, you are not told what the effects of the boy's actions will be, but you can infer the effects from what you are told.

Preview of difficult words:

tending (′tĕnd ĭng): *taking care of something; looking after something*

exhausted (ĕg ′zŏs tĕd): *extremely tired; completely worn out*

afield (ă ′fēld): *far away; far off; out of the main path*

unconscious (ŭn ′kŏn shŭs): *something done without thinking; instinctive; unaware*

Jimmie, a small Navajo boy, was out *tending* his mother's sheep one day at the beginning of summer. The sheep were grazing several miles from the hogan, and Jimmie had walked a long way with them. Jimmie had been up very late the night before attending a Sing for his grandfather; so, he didn't feel much like working today.

It was very late in the afternoon. It was time to start back, leading the sheep with the help of his dog, to the corral. The evening meal would be waiting for him when he arrived.

III.D. Identifying cause and effect: implied

But, Jimmie felt lazy and contented. Near a small pool of water created by an early thundershower, Jimmie started picking up stones and throwing them into the water. His dog chased the stones and brought them back in expectation of another throw. Jimmie lay back against a large rock by the edge of the stream where a large piñon tree had grown. He continued to throw the stone for the dog, who was soon as *exhausted* as his master.

Meanwhile, the sheep had wandered quite *afield* from the stream. Jimmie and the dog ignored them, quite content just to lie under the piñon. In a few moments, both dog and master were fast asleep. And the sheep, perhaps sensing freedom or following some *unconscious* call, made off for the nearest mountain, some three or four miles away.

1. How does Jimmie feel by the late afternoon?

   _____

2. What two things had he done that caused him to feel this way?

   _____

3. What causes the sheep to wander off toward the mountain?

   _____

4. Below, check those statements which you feel will probably be the <u>effects</u> of Jimmie and the dog having fallen asleep. Leave it blank if you feel that it won't be an effect.

   ____ Jimmie's mother will get angry.

   ____ The sheep will get lost.

   ____ Jimmie's mother will bring him a hot meal out by the water.

   ____ It will be difficult to round up the sheep, and other members of Jimmie's family may have to help.

   ____ Jimmie will miss the evening meal.

   ____ His grandfather's Sing will continue another night.

III.E. *Drawing conclusions*

Sometimes, you will read a paragraph, a newspaper article, or a book in which the main idea is not stated in one particular sentence. In order to really decide what the paragraph is trying to tell you, you have to draw conclusions about what you read. Actually, you do this every day of your life. If your baby screams and cries but has just been fed, you probably conclude that the baby is tired and needs to sleep. You are drawing a conclusion, though you may not think of it in that way. When you read, you must also draw conclusions about the passage or story. Often, your conclusions answer the question why or how something happened or how someone felt.

Read this tale about a Cochiti man, his wife and her younger sister and see what conclusions you can draw.

Preview of difficult words:

offenders (ău ´fĕnd-ûrs): *those who do wrong*

offering (´ŏf-ûr-ĭng): *something offered or given as a contribution*

Long ago, there were two sisters, a father, and a mother who lived together. The older sister was married, and the younger sister was stealing her older sister's husband. A rabbit hunt was called, and the younger sister went with the husband, who told his wife to stay at home and grind. The wife, wishing to know what was occurring, took a bowl of clear water and set it in the middle of the floor. She looked into it and saw the husband lying with her sister. She began to cry, saying, "What shall I do?" She took a basket and sat in it. She turned into a spotted house snake. When the two *offenders* came home, she bit them so that they died. When people found her turned into a snake, she asked them to put her somewhere where she could live always; so, two medicine men took her to a place called The Maiden's Cave. That is why there are so many snakes there, and why little pots are taken to her there as an *offering*.

From *Tales of the Cochiti Indians*
Ruth Benedict

III.E. Drawing conclusions

1. What can you conclude about the elder sister?

   a) She was wicked
   b) She was very old and ugly
   c) She did not love her husband
   d) She was unhappy

2. What can you conclude about the husband?

   a) He was a great hunter
   b) He did not love his wife
   c) He did not love the younger sister
   d) He gambled with the other men of the village

3. How do you think the medicine men felt about the wife?

   a) They must have understood her, because they helped her
   b) They were afraid of her
   c) They felt she was a murderer and should be put away
   d) They disliked her because she was old

4. What can you conclude from this story?

   a) Never leave your husband alone with a younger sister
   b) Beware of spotted snakes in baskets
   c) Husbands are always unfaithful
   d) People should be trustworthy and not cause suffering to others

III.F. *Distinguishing between fact and opinion*

It is important when you read to be able to tell the difference between a fact and an opinion. This is the only way you can decide whether you must *accept the statement as true* (fact) or must *make up your own mind about it* (opinion). Is the following statement a fact or an opinion?

There are fifty states in the U.S.

This is, of course, a fact: You cannot argue with it. What about the following statement?

I like baseball better than I like football.

This is an opinion, of course; the person is telling you his/her feeling. *I think, I like, I wish, I feel* — these all introduce opinions. But, remember that not all opinions are stated as such. Note the following example:

Mrs. Antone makes the best fry-bread in Sells.

This is an opinion; although the speaker said it as if it were a fact.

But, you can argue with this; you may feel Mrs. Lopez makes the best fry-bread. The clue word here is *best.* When you see words in sentences like *better, best, worse, worst, good, bad,* check to see if the statement is really an opinion, even though the speaker or writer does not begin the sentence with *I think* or *I feel.* These kinds of sentences are almost always opinions.

In the exercise below, put an F in front of those sentences which are facts, and an O in front of sentences which are opinions.

1. _____ The Cocopahs are a Southwestern Indian tribe.
2. _____ Today, approximately half of America's Indians live on reservations.
3. _____ My favorite book on Indian legends is Pima Indian Legends.
4. _____ Many Arizona and New Mexico tribes use corn as a staple food.

III.F. Distinguishing between fact and opinion

5. _____ I enjoyed the movie Windwalker.

6. _____ The prettiest reservation in Arizona is, of course, the Whiteriver Apache Reservation.

7. _____ The best time of year to visit Canyon de Chelly is in the fall, when the cottonwoods turn yellow.

8. _____ Frank Cushing lived among the Pueblos for years and wrote many books about them.

9. _____ The Mohave Indians live along the Colorado River.

10. _____ The San Juan is the loveliest river in the Southwest.

11. _____ My uncle is the worst driver in Kayenta.

12. _____ The San Francisco Peaks are the highest mountains in Arizona.

Now, you write two statements which are facts.

1. _____

_____

2. _____

_____

Write two sentences which are opinions.

3. _____

_____

4. _____

_____

III.G. *Following directions*

We all must follow directions closely every time we attempt something we have not done before.

If you want to learn to tune a car, change a tire, build a roof, or use an adding machine, you have to follow directions, in proper order. Often, manufacturers or experts will give you a written set of instructions to follow; although, sometimes, directions are verbal (spoken). Always read through the entire set of directions, before you begin to act. This way, you will make sure you have all the necessary tools, items, or ingredients in order to complete the task, and that you understand the directions, as well.

Following are two recipes reprinted from New Mexico Magazine. They are the recipes of a Cochiti Pueblo woman, Rosella Frederick, who is well known for her excellent cooking. Read the recipes through before you answer the questions, and try to imagine yourself making the food as you read.

ROSELLA'S FAMOUS BREAD

25 pounds unbleached flour
2 cups lard
3 tablespoons salt
1 envelope dry yeast
3 cups warm water
1 teaspoon sugar
8 quarts lukewarm water

Mix flour, salt, and lard together, working in lard until mixture is finely crumbled. Dissolve yeast and sugar in 3 cups of warm water. Mix into flour mixture along with 8 quarts of lukewarm water. Mix well until dough becomes elastic. This is a job that takes strong arms! Cover and let rise in a warm part of the kitchen for about 8 hours. During that time, punch the dough down twice. After it has risen the third time, form into round loaves. (Rosella cuts some of hers into fancy shapes.) Place loaves in pie pans. Rub tops with softened lard. Cover and let rise again for about a half hour. (During this time, Rosella prepares the fire in her *horno* — the outdoor oven.) Bake for 45 minutes to 1 hour in moderately hot oven. Makes 15–25 loaves, depending on size. (At altitudes below 6,000 feet you might want to increase the rising time of the dough, or, if you prefer, use 2 envelopes of dry yeast.)

From *New Mexico Magazine*

1. What three ingredients do you first mix together?

III.G. Following directions

2. What do you add to the flour mixture?

_____

3. What should you do to the dough during the time it is rising?

_____

4. What adjustments should you make in this recipe if you live at 2000 feet elevation?

_____

_____

Now, here is another of Rosella's recipes, this one for green chile stew. This recipe is made for feast days.

GREEN CHILE STEW

2 pounds lean chuck
Lard or cooking oil
½ medium onion, chopped
4 medium potatoes (optional)
4 medium zucchini (optional)
12 large green chiles, roasted, peeled and cut in pieces
OR 1 7-ounce container frozen chopped green chiles
OR 2 4-ounce cans chopped green chiles
1 teaspoon garlic salt
1 teaspoon salt
6–7 cups water

Cut the meat up into very small pieces — about ½-inch cubes — and brown in a little oil in a large, deep heavy pan. Add the onions. Peel and dice the potatoes and brown them with the meat. (Rosella does not flour the meat because it makes the stew too thick for her family's taste.) When the meat and onion and potatoes (if used) have been browned, drain off any excess fat. Add the zucchini, if used, the chiles, garlic-salt, salt, and water. Bring to a boil and simmer for at least a half hour. Ladle into bowls and serve with homemade bread. The stew should be eaten with a spoon, like a hearty soup. Serves 6.

From *New Mexico Magazine*

III.G. Following directions

1. What two things do you do at first to the meat?

   _____

2. What does it mean to "peel and dice" potatoes?

   _____

3. What are the last ingredients that you add to the stew?

   _____

4. What do the verbs "simmer" and "ladle" mean?

   _____

UNIT III POST TEST: COMPREHENSION

Read the following paragraph and select the answer that states the main idea of the selection.

Indian children are given responsibility at an early age. Little by little, they learn about all parts of life which they will follow as adults. The boys are models of their fathers, the girls of their mothers. Not until they take on more and more of the non-Indian culture do the Indians find it difficult to accept their responsibilities.

1. a) Boys tend to grow up as models of their fathers.
   b) Non-Indian children do not accept responsibility.
   c) When Indian children take on non-Indian culture, they do not always accept responsibility.

Read the following paragraph and check all those statements which are supporting details from the paragraph.

The Navajo greatly fears death and everything connected with it. This feeling stems from the fear of ghosts and witches of the afterworld. He fears the dead may return as ghosts to bother the living. Ghosts are believed to take the form of human beings, animals, birds, whirlwinds, or spots of fire. They appear only after dark or at the approach of death. When a Navajo sees a ghost or dreams of one, the proper ceremony must be performed or the individual will surely die.

From *American Indians of the Southwest*
Bertha P. Dutton

2. a) Ghosts may take the form of animals, birds, or human beings.
   b) Ghosts appear after dark.
   c) Ghosts appear at the approach of death.
   d) Ghosts sometimes return to harass the living.
   e) The Navajo has a great fear of death and the afterworld.

3. What is the main idea of the paragraph?

_____

_____

Following is a scrambled paragraph about how the Pimas and Papagos prepare the white-wing dove for eating. Read the sentences carefully, then answer the questions which follow.

(a) Next, place the bird in the hot coals and bury it under them for 15–20 minutes. (b) The ashes from the hot coals kill the germs but do not harm the meat. (c) First, after killing a white dove in the desert, pluck the feathers off; then, remove all the insides of the bird. (d) Then, build a fire with plenty of wood and let it burn down to hot coals.

	Letter
4. Which sentence should be first?	_____
5. Which sentence should be second?	_____
6. Which sentence should be third?	_____
7. Which sentence should be last?	_____

Read the paragraph and answer the questions that follow about cause and effect relationships and drawing conclusions.

Over the years, the size of the Fort Apache and San Carlos Reservations was reduced by outsiders. They wanted the minerals and grazing lands of the Apaches. By 1920, leases held by whites amounted to over half of the San Carlos Reservation. The lands were being destroyed by the grazing of thousands of cattle. By 1923, agents interested in the Apache welfare began working to get the lands returned to the Indians. The Indians began to govern themselves. The leases were slowly stopped and the lands returned to the Indians. They charged grazing fees per head to those Indians who sold their cattle to ranchers. By doing this, the San Carlos reservation was able to make money and to enlarge and control the herd of cattle grazing on the reservation.

From *American Indians of the Southwest*
Bertha P. Dutton

8. What was the cause of the reduction of size of the Fort Apache and San Carlos Reservations?

   a) The Indians began to govern themselves.
   b) Outsiders wanted the minerals and grazing lands of the Apaches.
   c) The Apaches charged grazing fees per head of cattle.

9. What was the effect of the Apaches' charging grazing fees per head of cattle sold?

   a) The ranchers saved money on cattle.
   b) The size of the herd of cattle was reduced.
   c) The reservation made money and protected the land.

10. What can you say about the Indians' ability to govern themselves?

   a) They quickly had to learn to govern themselves.
   b) They did not want to govern themselves.
   c) They never learned to govern themselves.

Identify each of the following statements as fact or opinion. Write F if the statement is a fact; write O if it is an opinion.

_____ 11. About half of America's Indians today live on reservations.

_____ 12. One should always think before choosing.

_____ 13. Because of flooding, this was one of Arizona's worst years, in my opinion.

_____ 14. The best time of the year to visit Canyon de Chelly is in the fall.

_____ 15. I watched a show on Mark Twain last night on television.

Read the directions for preparing a soup and answer the questions that follow.

Bring three cups of water to a boil. Add the noodles, slowly. Reduce the heat to a simmer and cook for three minutes. Remove from stove. Stir in flavor packet. Cover for one minute. Season. Stir again and serve hot.

16. When do you add the noodles?

_____

17. How long do you cook them? _____

18. What do you do after you stir in the flavor packet?

_____

19. What is the last thing you do?

_____

20. Do you put the soup back on the fire after adding the flavor packet?

_____

UNIT IV

IV. STUDY SKILLS

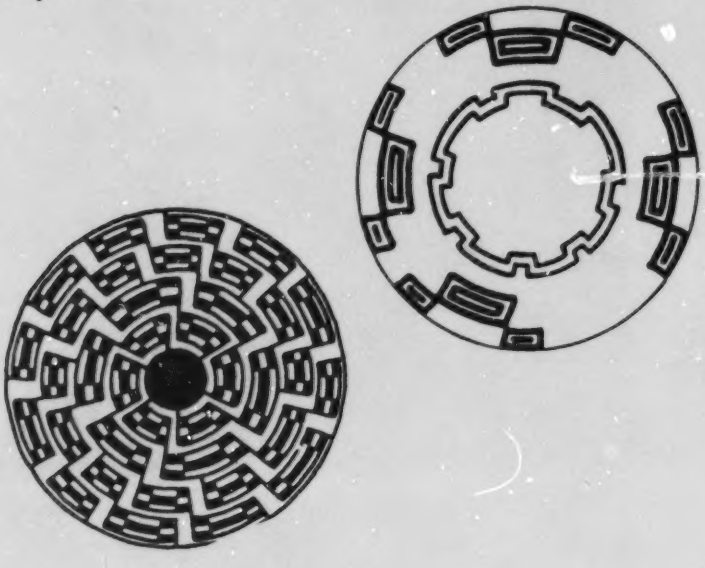
D. *Map and graph reading*

At times throughout your life, you will have to read maps and graphs. We are a visual society (we respond through pictures or what is seen through the eyes); so, often important information is given in this form.

Maps are drawings of places: a whole country, a state, or even a small area, such as a national park. A graph gives you information using lines or curves to show increases or decreases in the amount of something. Usually, some math is required to read a graph, because the information is given in terms of numbers or percentages.

Let's look at a map. On the next page is a map of the Papago Reservation in Arizona. Reservation roads are inside symbols that look like shields. State roads are inside tiny outlines of Arizona. Mileage is shown by numbers placed between two towns or points indicated by a star. Direction is shown by drawing an arrow pointing north. This is usually the way direction is shown.

Read the "key" below the map. The key gives you important information. The scale tells you how many miles are shown by one inch on the map. There is always a scale on a map.



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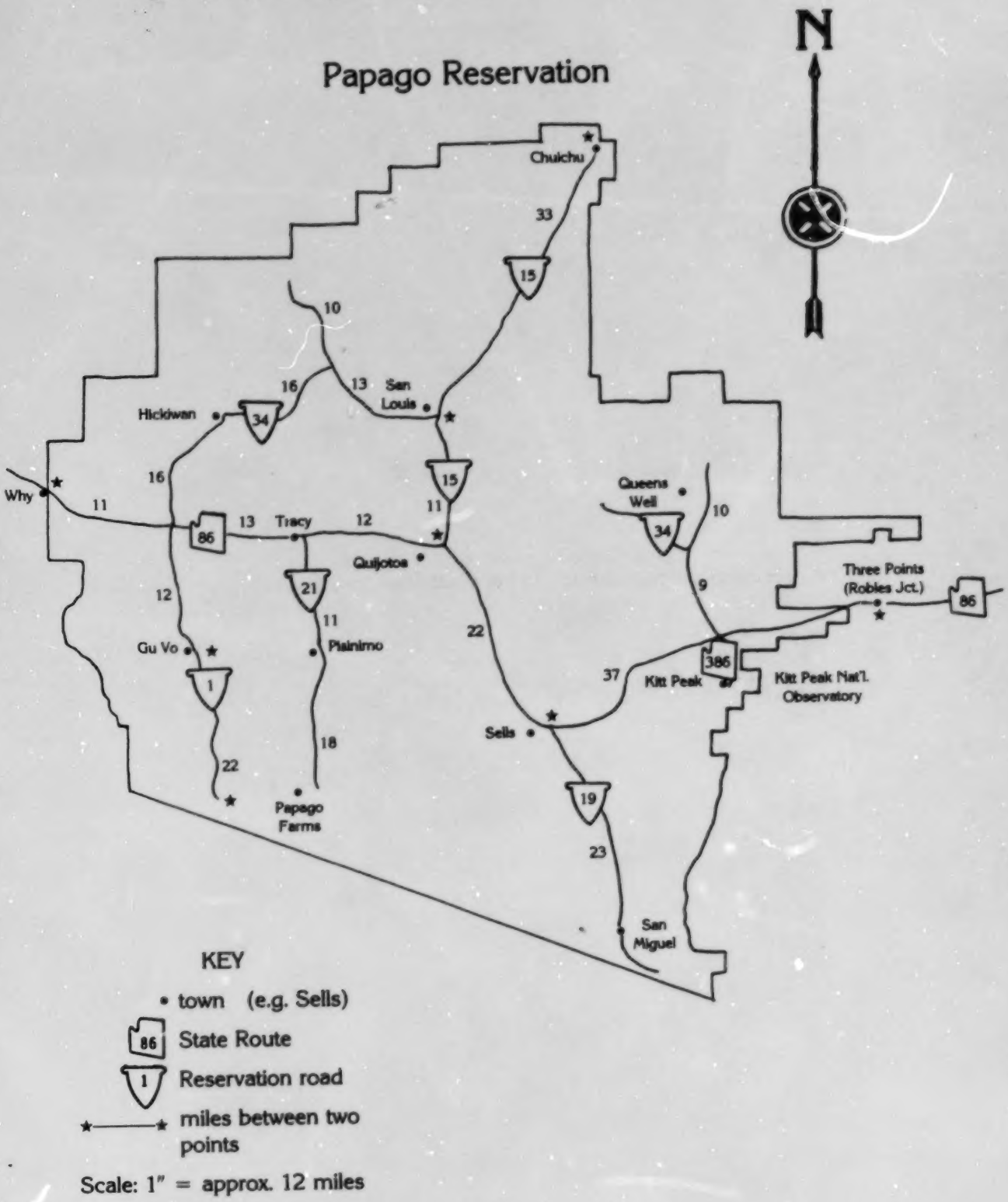
IV.D. Map and graph reading



IV.D. Map and graph reading

Look closely at the map. Understand the roads and symbols before you answer the questions below.

1. What road do you take south if you want to go from Tracy to Papago Farms?

   _____

2. How far is it from San Louis to Chuichu?

   _____

3. If you are driving from Chuichu to Quijotoa, what direction are you driving in?

   _____

4. How far is it from Sells to Three Points?

   _____

5. What two roads do you take to get from Kitt Peak to Sells?

   _____

6. If you're traveling south from Gu Vo to the end of highway 1, how many miles is it?

   _____

7. If you want to travel from San Miguel to Why, you travel in a _____ direction to Quijotoa, then in a _____ direction to Why.

8. Now, tell how you could get from Pisinimo to Kitt Peak.

   _____

   _____

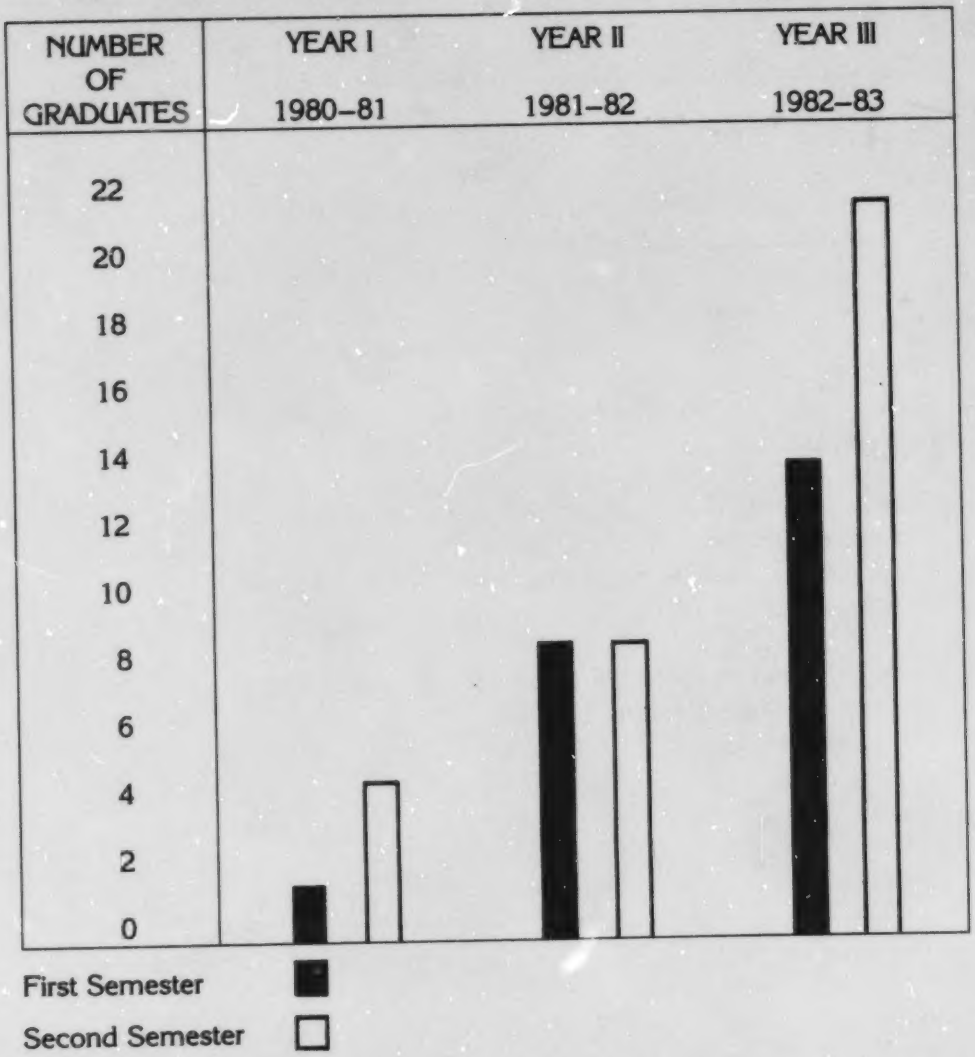
   _____

   _____

IV.D. Map and graph reading

Reading graphs is very important. You will use this skill in your job, in taking tests, and in reading newspapers. Much information is shown by using numbers or percentages, so you need to be able to do some math in order to answer questions. A graph will almost always show an increase or a decrease in something. Also, a graph usually makes a general statement about the direction in which something is going. You must figure this out by drawing conclusions from the information given.

Below is a graph showing the number of GED graduates from an adult education program. This graph covers the three years of the program: July 1980–June 1983. Study the graph carefully before you answer the questions. Use a ruler or a piece of paper to read straight across the graph.



IV.D. Map and graph reading

1. How many people graduated in the very first semester of the adult education program?

   _____

2. How many people graduated in both semesters of the second year of the adult education program?

   _____

3. How many more people graduated during the second semester of Year III than during the first semester?

   _____

4. How many more people graduated during Year II than during Year I?

   _____

5. What percentage of the people graduating during Year II completed their program during the first semester?

   _____

6. How many people, in all, have graduated from the adult education program?

   _____

7. What is the only year during which there was no increase in the number of graduates in the second semester over the first semester?

   _____

8. Make a general statement about the progress of the adult education program as shown in this graph.

   _____

   _____

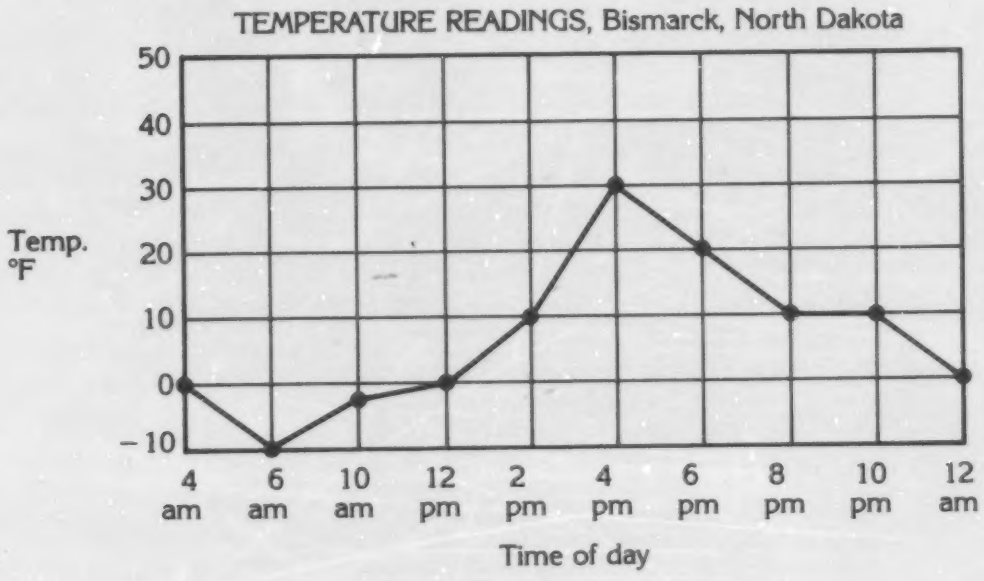
   _____

   _____

   _____

IV.D. Map and graph reading

Below is a line graph showing the temperature during one day in Bismarck, North Dakota. Study the graph carefully before you answer the questions.



1. When is the coldest time of day? _____
2. Between the hours of _____ and _____ there is no change in temperature.
3. The warmest part of the day is _____.
4. The least amount of temperature change is between the hours of _____ and _____.
5. The greatest increase in temperature is between the hours of _____ and _____.
6. What is the temperature at 6:00 p.m.? _____
7. The difference in temperature between 6:00 a.m. and 6:00 p.m. is how many degrees? _____
8. What hours of the day are not included on the graph? _____

IV.E. Reading timetables, schedules

It can be confusing to read bus or train schedules if you have never done it before. But, it is very important to be able to do so. Almost every large or medium-sized city has a bus system. Even if you own a car, at some point, you will find yourself in a new city and you will need to get around without a car. Following are the schedules of two actual bus routes in Phoenix, Arizona. Some helpful hints about reading bus schedules:

1. Always read from left to right, across a line on the schedule. In the schedule on the next page, find the time you need to catch the bus at 7th Avenue and Dobbins, then read across that line to find out what time you would arrive at the terminal.

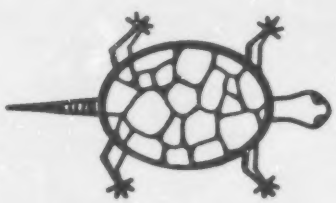
2. The first place listed on the left (7th Avenue and Dobbins) is where the bus route begins, and the last place listed on the right (terminal or bus station) is the end of the route. That is going north. To go south, you start at the terminal and proceed south to 7th Avenue and Dobbins.

3. An A or a P tells you whether the time is a.m. (morning) or p.m. (afternoon and evening).

4. Although the time is usually written with a colon, as in *5:15; 6:35,* in schedules or timetables the colon is usually left out. Thus, 601 A means "1 minute after 6 in the morning."

5. Read down the page to find out the different times a bus comes to a particular spot. Thus, the bus arrives at the terminal at 625, 654, 725, and so on.

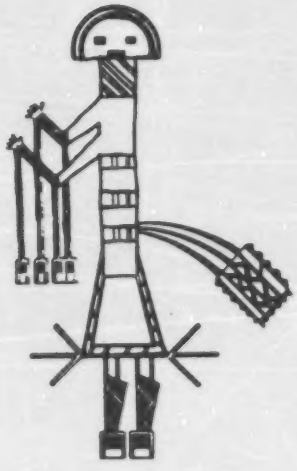
6. You may also read the schedule backwards. If you have an appointment at 8 a.m., find the closest arrival time to 8 a.m. and read backwards (right to left) to see when you should leave.



IV.E. Reading timetables, schedules

ROUTE #16 (South Central)

NORTHBOUND					SOUTHBOUND				
7th Ave. & Dobbins	*Central and Baseline*	*Central and Broadway*	*Terminal*		*Terminal*	*Central and Broadway*	*Central and Baseline*	*7th Ave. & Dobbins*	
601	606	614	625	A					
630	635	643	654	A					
700	705	713	725	A					
725	730	738	750	A					
800	805	813	825	A					
831	836	844	855	A	*	*	*	*	
*	*	*	*		410	423	431	443	P
					440	453	501	513	P
					510	523	531	543	P
					540	551	558	610	P



IV.E. Reading timetables, schedules

The questions below refer to the Route #16 bus schedule.

1. You live right near the corner of 7th Avenue and Dobbins Road. You just got a job downtown. Your job is a five-minute walk from where the bus lets you off at the terminal. If you get up at 6:15 a.m. and leave your house at 6:45 a.m., which two buses could you catch in order to get to an 8:00 job in time? Circle the scheduled times below.

   601 625
   630 654
   700 725
   725 750
   800 825
   831 855

2. How long does it take to get to work, from the time you catch the bus until the time you arrive at work, including the five-minute walk?

   _____

3. Your job ends at 4:30 p.m. You are traveling south, back to your house. Which times would be the best to get you back to your house? Circle them.

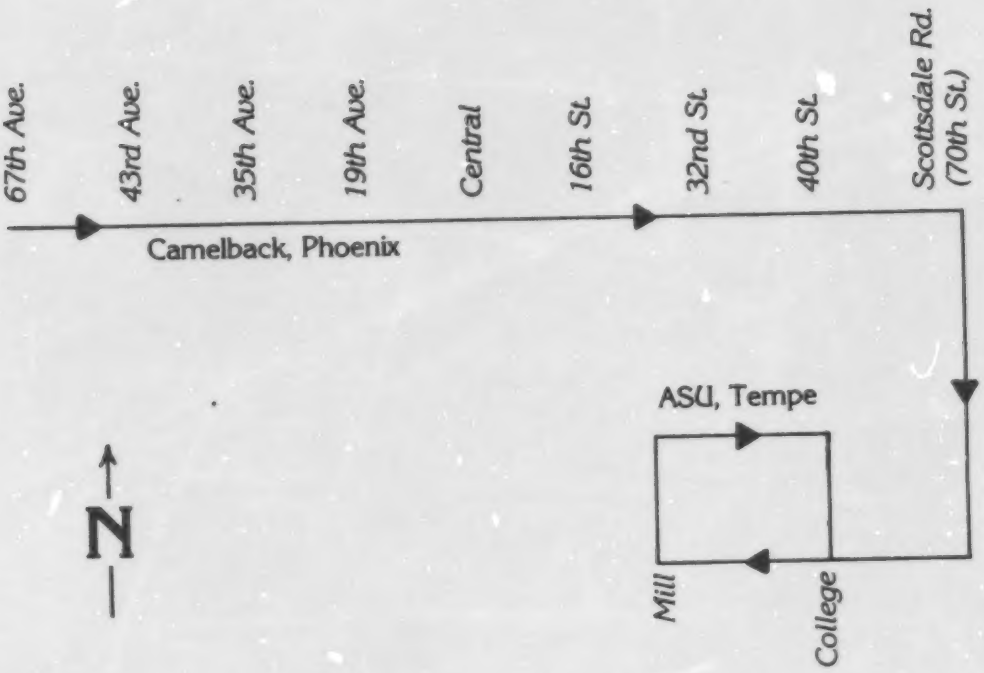
   410 443
   440 513
   510 543
   540 610

4. If you miss those times and you have to take the next bus, what time would you get home, and how many minutes are you on the bus?

   _____

IV.E. Reading timetables, schedules

ROUTE #22: Camelback Crosstown



67th Ave.	43rd Ave.	19th Ave.	40th St.	Scottsdale Rd.	College
1215P	1225	1236	1258	112	133
1245	1255	106	128	142	203
115	125	136	158	212	233
145	155	206	228	242	303
215	225	236	258	312	333
245	255	306	328	342	403
313	323	334	356	411	433
*	*	*	*	*	*

College	Scottsdale Rd.	40th St.	19th Ave.	43rd Ave.	67th Ave.
*	*	*	*	*	*
515	535	549	555	620	629
545	603	616	622	646	654
627	646	658	703	722	729
720	740	752	757	816	823

IV.E. Reading timetables, schedules

The questions below refer to the Route #22 bus schedule.

1. Now, you live near 43rd Avenue and Camelback, west of Central. You are going east to a basketball game at Arizona State University (ASU), on College Street. If the game starts at 3:00 p.m., which bus do you need to catch in order to arrive several minutes before the game starts? Write the time you'd catch the bus here:

   _____

2. How many minutes were you on the bus on this trip?

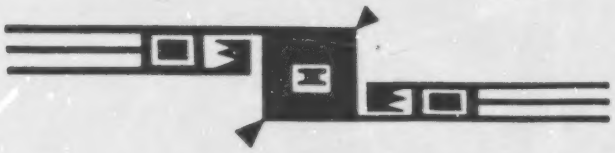
   _____

3. In order to get home on the last bus going back to 43rd Avenue, what time would you need to catch the bus after the game, and what direction would you now be traveling in?

   _____

4. How much longer did it take you to get to the basketball game than to get back home that night?

   _____



IV.F. Summarizing

Summarizing simply means retelling something in a brief manner. You take a long paragraph and shorten it into a couple of sentences. Or you take a story and shorten it to one paragraph.

Often, we retell stories we have heard or things that have happened to us, but we usually do not retell every single event — we usually tell the main points and leave out some of the details. When you summarize a story or paragraph, you do the same thing. You briefly retell the main points of what you have read. You will learn how to do this here.

Preview of difficult words:

Ka-Hopi (kâ hō pē): *someone who is not peaceful or mannerly; someone who is selfish and does not behave like a Hopi*

cemetery (sĕ mĭ ter ē): *a graveyard where dead people are buried*

mourn (môrn): *to be sad about something, usually over the loss of something*

in vain (ĭn vān): *an expression meaning useless; not fruitful*

loomed (lūmd): *came into view looking larger than life*

withered and shriveled (wĭ thêrd, shrĭ vĕld): *dried up; faded; droopy; not fresh*

IV.F. Summarizing

Every Hopi wishes to join the spirits of his loved ones who have passed beyond. To that end, he keeps his heart pure and is kind and generous to other people.

When a bad person dies, his fate is very different. The Two Hearts, or witches, take him by the hand as soon as the breath is out of his body, and they lead him away to their own country.

The country of the Two Hearts is a desert. It is dry, and it has no water holes. The *Ka-Hopi* must crawl through it on his hands and knees; when he is too weak, he crawls on his belly.

That is what happens to Hopis who do wrong, and who are selfish and cruel. No Hopi wants to suffer that way.

There was a young couple who married, many years ago. Naturally, the husband went to live in his wife's mother's house. At first, everything went very well, but then the husband began to feel nervous. He felt as if someone were looking at him all the time.

They lived on the very top of the mesa, and down at its foot was the old *cemetery.*

Nobody ever went near the cemetery at any time, unless it was to take the burro trails from the spring that led past its outer edge. Only Two Hearts went to the cemetery, to gather more power to hurt people.

Presently, the young husband noticed that his wife's relatives were dying off.

The young wife did not *mourn* aloud — that is not the Hopi way. But, often in the night, her husband woke to find his wife's body shaking with sobs, at his side.

One night when it was getting dark, the wife said to her husband, "I wonder where my mother is? I don't think she should be out so late."

"I don't know where she's gone," the husband answered. "I've been in the fields all day. How would I know what you women are doing?"

"Well, I wish you'd go and look for her," his wife said.

"Not till I eat my dinner," the husband answered.

IV.F. Summarizing

"All right," said his wife. "Will you take the water canteen with you and fill it at the spring? I'm almost out of water."

The husband grumbled a little, but he finally took the flat-sided canteen and slung it with a strap across his forehead, the way a woman would carry it.

The husband climbed down the track toward the spring, feeling his way very carefully, because the pebbles were rough under his moccasins. He reached the spring safely and held the canteen under its trickle until the jar was full. Then, he slung it across his forehead and down his back and started back toward the village to look for his wife's mother.

Just as he reached the edge of the old cemetery, something struck him in the back, and he felt legs locked around his hips.

"I'm going to take you," a voice hissed in his ear. The man couldn't tell if it was a man's or a woman's voice. "I'm going to take you right now, away from here. All of us Two Hearts are holding a meeting, and it's my turn to bring in a new member."

"You can't do that," the man answered. "I'm a kachina priest, and the kachinas will protect me."

"I'm going to ride you like a mule," the Two Heart hissed. It began beating him with a clump of yucca. "I've captured you, and now you'll be one of us."

The man struggled again, and tried to throw the Two Heart off, but *in vain*. It only beat him more, and at last he gave up and followed its directions to the Two Heart kiva. In his heart he was praying to the kachinas, telling them he had tried to be a good man and take care of his family, that he was studying to be their priest, and that he believed that their power was stronger than that of the Two Hearts.

At last the wall of the mesa *loomed* in front of them. The Two Heart slipped from the man's back and knocked four times against the rock. It opened in front of them. Inside, the man saw many people he knew sitting in council. Outside, in the dim light from the fire in the kiva when he turned his head, he saw his wife's mother. Between the man and his mother-in-law stood the Sun God kachina, the strongest of all the good kachinas.

"Go home to your wife," said the Sun God. "You will always be safe."

IV.F. Summarizing

The husband, with his water canteen still on his back, went home. "I couldn't find your mother anywhere," was all that he said as he put it down.

The husband prayed to the kachinas all night; he dared not sleep with a Two Heart in the house.

From that day on, the old woman *withered and shriveled.* The only time she spoke she cried for water, but when they gave it to her she could not swallow it. Within the year she died.

Adaptation of "The World Beyond," from *American Indian Mythology* by Alice Marriott and Carol K. Rachlin

1. What does this story describe?

_____

_____

2. In what ways does the husband show he is a good man?

_____

_____

_____

3. What are some of the things you learn about the Two Hearts?

_____

_____

_____

4. If you were to look at this story as a moral tale, what would you say the moral or lesson of the tale is?

_____

_____

IV.F. Summarizing

Now, in no more than seven sentences, summarize the story of the Two Hearts and the young man. Use your answer to question #1 as the basis for your topic sentence. Then, write four or five sentences telling the main points or events of the story in as few words as possible; look at your answers to questions #2 and #3 for some ideas. Finally, write a sentence at the end of your summary which restates the topic sentence in a more general way or states the "message" of the tale, as you see it. Look at question #4 for guidance.

IV.G. Reading want ads

Every time you want to buy something through the paper — a used car, some furniture, a pet — you look in the want ads. This section of the newspaper is called the classified section, but is more commonly known as "want ads," because advertisers want to sell you what you want to buy.

The usual parts of the want ads are as follows: homes for sale and other real estate; house and apartment rentals; automobiles for sale; "miscellaneous merchandise" for sale (meaning anything from a refrigerator to a bicycle); business opportunities; services; and "help wanted" ads (meaning employment opportunities for people looking for work).

To make good use of the want ads, you need to know three important things: 1) where in the paper you will find what you're looking for; 2) how to read all the abbreviations in the ad; and 3) where to call or go to answer the ad.

To know where to find a certain ad, look at the headings on the first page of the Classified section. Items will be under headings as listed above, with numbers following. These numbers refer not to page numbers but to heading numbers:

Homes For Sale	Automotive
Northeast Phoenix . . . 115	Chevrolet . . . 410

Thus, if you are looking for a house to buy in northeast Phoenix, you'd turn to "section 115"; if you want to buy a Chevrolet, turn several pages further to "section 410."

Now, how do you read the ad once you've found it? You must be able to read a number of abbreviations in order to understand the ad. Sellers and employers use these abbreviations to save space and money.

IV.G. Reading want ads

Here is a list of some common abbreviations.

equip — equipment
A/C — air conditioning
f/t — full-time
p/t — part-time
ref's — references
ps — power steering
exp'd — experienced
min — minimum
maint — maintenance
mags — mag wheels
sr — sun roof
auto — automatic transmission
am — morning
pm — afternoon
p'd — paid
med — medical
ins — insurance
rm — room
ba — bath
b4 — before

aft — after
own'r — owner
furn — furnished
frpl — fireplace
utils — utilities
mtrs — motors
bkkpg — bookkeeping
trnee — trainee
req'd — required
pos — position
ofc — office
pb — power brakes
A/R — accounts receivable
A/P — accounts payable
wpm — words per minute
appt — appointment
hrs — hours
wkly — weekly
nec — necessary
x'lnt — excellent

IV.G. Reading want ads

Finally, you need to know how to contact the individual who is offering something you want. Either a telephone number, an address, or a P.O. Box will be given at the end of the ad. Always do as the instructions tell you: if you are to write, do so to the address given. If you are to apply in person, don't call. If a phone call is needed, they usually don't add the address.

Now, let's read this ad for a Chevrolet truck together:

'73 Chevy Pick-Up
V8, auto, ps, pb, A/C, mags,
clean. Runs tops. $1200. 242-1638, 6–8 pm.

1. Does the pick-up have air-conditioning? _____
2. What kind of transmission does it have? _____
3. What do "ps" and "pb" mean? _____
   _____
4. Should you call at 9:00 in the evening? _____

IV.G. Reading want ads

In the following exercise, you will read five "help wanted" ads for the Phoenix area. Refer to the list of abbreviations and answer the questions that follow the ads.

1. WELDER, f/t exp'd in repairing all types farm equip, Ref's req'd. 936-1423 aft. 1 p.m.

2. Liquor sales clerk. Ideal for students. 25–35 hrs. wkly. Must be pleasant & well-groomed. Will accept tr'nee. Apply 1601 N. 15th Ave. Mon. & Tues. p.m. only 2–5.

3. BKKPG pos. Company needs strong, exp'd individual f/t to handle A/R & A/P; typing 50 wpm. Front ofc. pos. Ref's req'd Call 967-2467 for app't.

4. Sporting goods clerks. P/t college student, male/female, for Phx store. Will fit schedule to tr'nee. Need a.m & p.m. help. 20 hrs. wkly. Apply Western Life Sporting Goods, 14 E. 7th Ave. 9–5.

5. Exp'd SECURITY GUARDS needed. x'lnt pay & benefits. f/t, all shifts. p'd vacations. Uniforms furn. $250/wkly. Own transportation req'd. Apply 4291 E. 24th St. b4 noon.

IV.G. Reading want ads

1. For which jobs do you need previous experience?

   _____

2. For which jobs do you need to supply references?

   _____

3. For which jobs should you apply in person?

   _____

4. If you are a student or only want part-time work, which jobs will you apply for?

   _____

5. What will be your duties if you apply for the bookkeeping job (spell out)?

   _____

   _____

6. Which jobs have more than one opening?

   _____

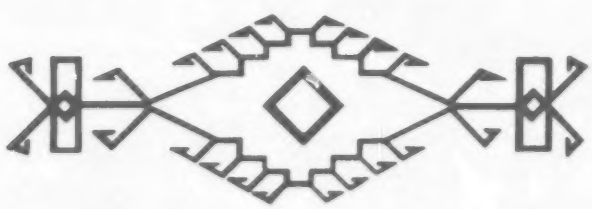
   _____

7. Which is the only job that specifies the pay in the ad?

   _____

8. For which job will you need to have a car?

   _____



IV.H. Test-taking skills

Have you ever stayed home from class because you knew there was a test that day? Have you ever thought you had done really well on a test, only to discover you had failed? Or, have you ever tried to take a test but been so nervous that you did not do very well?

Often, the reason you might do poorly on a test is not that you haven't studied or don't know the material; rather, it could be that you have not learned how to take tests. Here are some hints that will help you raise your score on tests.

1. Follow directions. Pay close attention to directions. If sample questions are provided, do them. They will help you become familiar with the format of the test.
2. Use your time wisely. Know the amount of time allowed for the entire test and plan accordingly. Plan your time so you do not run out of time before you have finished the test. Look at the clock every now and then. You should answer at least half the questions in half the time allowed for the test.
3. Answer items you know first. Answer those items you are sure of first and then go back and answer the rest. Always base your answers on the information provided in the text.
4. If you guess, follow your first instinct or hunch. It is usually right!
5. On TRUE/FALSE tests the words *"only, always, all, never"* mean there can be no exceptions. Be careful of these words! Also, on a true/false test, if a statement is sometimes false, mark it false.
6. On a MULTIPLE CHOICE test, read ALL choices before you answer. Then, choose the best answer among those given, even if it is not exactly how you would have answered it.

IV.H. Test-taking skills

Choose the correct answer below.

1. On a MULTIPLE-CHOICE test, if you are not certain of the correct answer, you should

   a) leave it blank
   b) mark "C" on the answer sheet
   c) go back and answer it later
   d) mark "B" on the answer sheet

2. The advantage of doing sample test items is that they

   a) show you the format of test items
   b) show you how difficult the test is
   c) raise your score
   d) indicate how much you know about the material

3. On TRUE/FALSE tests, words such as "always, never" mean

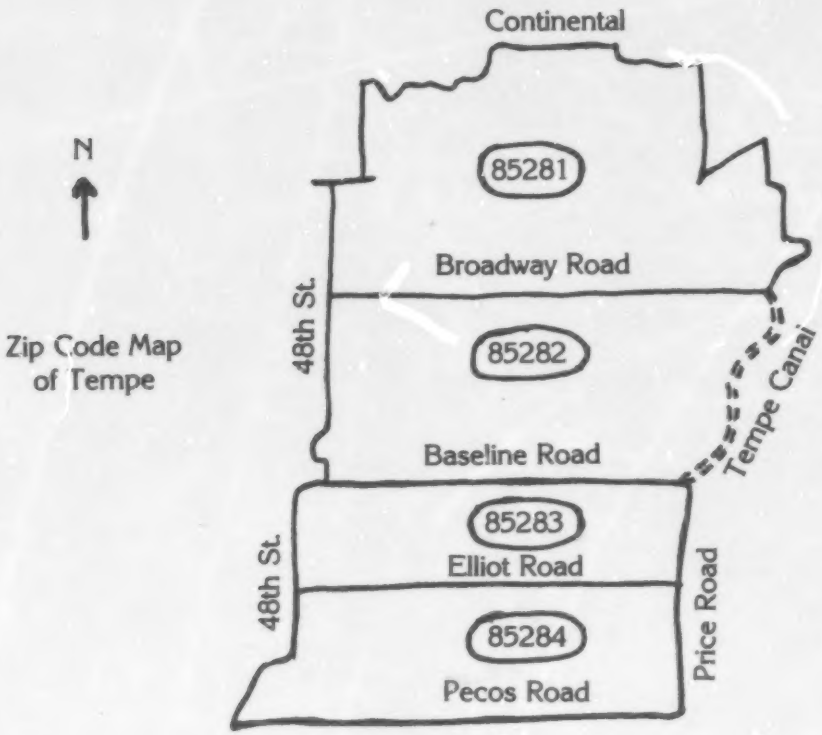
   a) mark the statement "true"
   b) mark the statement "false"
   c) leave the item blank
   d) there can be no exceptions

4. On a TRUE/FALSE or MULTIPLE-CHOICE test, you should

   a) answer the items you know first
   b) answer each item as you come to it
   c) mark every third item "true" or "C"
   d) answer in a TRUE/FALSE or A,B,C,D; A,B,C,D pattern

UNIT IV POST-TEST: STUDY SKILLS

Read the zip code map of Tempe, Arizona, below and answer the questions that follow.



1. What north-south road from the south stops at the Tempe Canal?

   _____

2. If you live between Elliot Road and Baseline Road, what is your zip code?

   _____

3. If your zip code is 85281, you live between what two east-west roads?

   _____ , _____

4 How many zip codes does the city of Tempe have? _____

Use the following bus schedule to answer the questions below.

NORTHBOUND #16

7th Avenue & Dobbins	*Central & Baseline*	*Central & Broadway*	*Terminal*
601	606	614	625 A
630	635	643	654 A
700	705	713	725 A
725	730	738	750 A
800	805	813	825 A
831	836	844	855 A

5. Is this a morning or evening schedule? _____

6. How long does it take to get from 7th Avenue and Dobbins to Central and Broadway?

_____

7. If you live at Central and Baseline, what is the latest you can leave to arrive at the terminal by 8:55 a.m.?

_____

8. If you leave from Central and Baseline to go to an appointment which is a 15-minute walk from Central and Broadway, what is the latest bus you can catch to get to an 8:45 appointment?

_____

Summarize the following Mohave tale about Coyotemen. Try to use no more than four sentences.

Once there was a place high in the mountains. It was always hidden by smoke. There was no trail leading to it. Anyone who tried to go there would come away ill, and he or she could not talk again. Long ago, some men had been thrown out of their tribes. They got together and formed their own village. But they could not grow any food. Only tobacco grew in the soil. So it became their only food. As time went on, they began to change. They became Coyotemen.

Now, they could not work in the fields. So, they began stealing women from other tribes. They would throw tobacco dust on the fields where women worked. When the dust had taken effect, the white coyote, who had long ago been a man, led the women away to the secret village. The prisoners had no will to escape as long as they were sprinkled with the ashes of tobacco dust.

From *Tales From the Mohaves*, by Herman Grey, with a foreword by Alice Marriott. Copyright 1970 by the University of Oklahoma Press.

9. _____

_____

_____

_____

_____

_____

_____

Read the want ad below and answer the questions.

WELDER, f/t exp'd in repairing
all types farm equip. Med. p'd
Ref's req'd. 936-1423 aft 1 pm.

10. What does "f/t" stand for? _____

11. What does "exp'd" stand for? _____

12. What does "ref's req'd" mean? _____

_____

13. Are there any benefits in this job? If so, what are they?

_____

14. Should you call at 9:00 in the morning? _____

15. What does "equip" stand for? _____

16. Place a √ beside the statements which follow that are examples of good test-taking habits.

_____ a) Mark every third item True: F F T F F T F F T

_____ b) Answer the items you know first.

_____ c) Always work sample items, if provided.

_____ d) Follow directions.

_____ e) On True/False tests, if a statement is sometimes false, mark it true.

_____ f) If you guess on an answer, follow your first hunch.

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GLOSSARY

abbreviation	a shortened form of a word used to "stand for" the complete form of that word EX: CA is an abbreviation for California
antonym	a word having a meaning opposite to the meaning of another word EX: day and night are antonyms of each other
cause	reason; something that makes something else happen; that which produces an effect or result; to make happen
colon	a colon looks like this [:] it is a punctuation mark used before a series and after the greeting of a formal letter; to indicate the time, we also use a colon — 10:15 a.m.
comprehension	the act of understanding or ability to understand
conclusion	a judgment or decision; the end of something; the result of an act or process (to conclude is to reach a decision or to end something)
context clues	clues to help you specify the meaning of a certain word or phrase within a sentence, gained from the other words or phrases in the sentence
details	particulars; in paragraph writing, those specific examples or illustrations which describe or clearly point out and explain the main idea
distinguish	to tell apart; to pick out; to set apart as different, distinct or noticeable
effect	result; something brought about by a cause
express	to tell; to make known; to show; to communicate
fact	something known with certainty; something that can be/has been proven to be true

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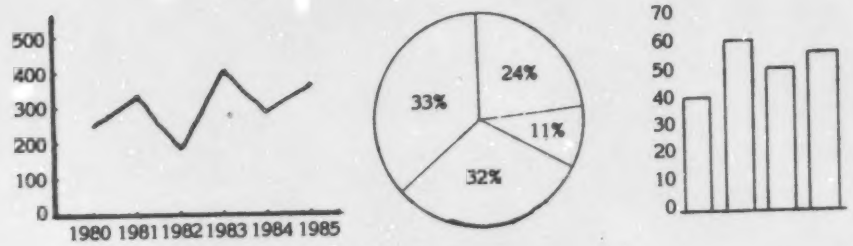
graph — to make a chart; to represent on a graph; to illustrate; any of the charts or drawings used to show a relationship between numbers
EX:



homonym — one of two or more words having the same sound, sometimes the same spelling, but having different meanings
EX: meet — to join; unite
meat — flesh
mete — to give out

implied — suggested; hinted

main idea — the single most important thought or idea being expressed or discussed; in a paragraph, the main idea is expressed in the topic sentence

moral — lesson; concerned with judging the goodness or badness of something

opinion — a belief; something that cannot be proven as a fact; an expression of what/how someone feels or thinks

order of events — the way something (actions, happenings) occurs or happens, stated one after the other in a first-to-last order

paragraph — a unit of written expression which develops or explains some single, complete, thought or idea; it contains a topic sentence, several (4–6) supporting sentences, and a concluding sentence

prefix — a word part that comes before the root word; this word part has its own meaning which helps to change the meaning of the word to which it is attached
EX: able — unable

root word — the main part of a word to which prefixes (before) or suffixes (after) may be attached

suffix	a word part that comes after the root word and which modifies or alters (changes) the meaning of the word EX: act — action
summarize	to make a summary of; to state again, briefly; to "boil down" or condense a lengthy passage to a very short one
supporting sentence	a sentence that provides details that support or "back up" the main idea given in the topic sentence
synonym	a word having a meaning similar to that of another word EX: too — also tiny — small
topic sentence	usually, the first sentence of a paragraph; it states the most important, main idea of the paragraph to be developed; it tells what the paragraph is about
verbal	stated orally; spoken